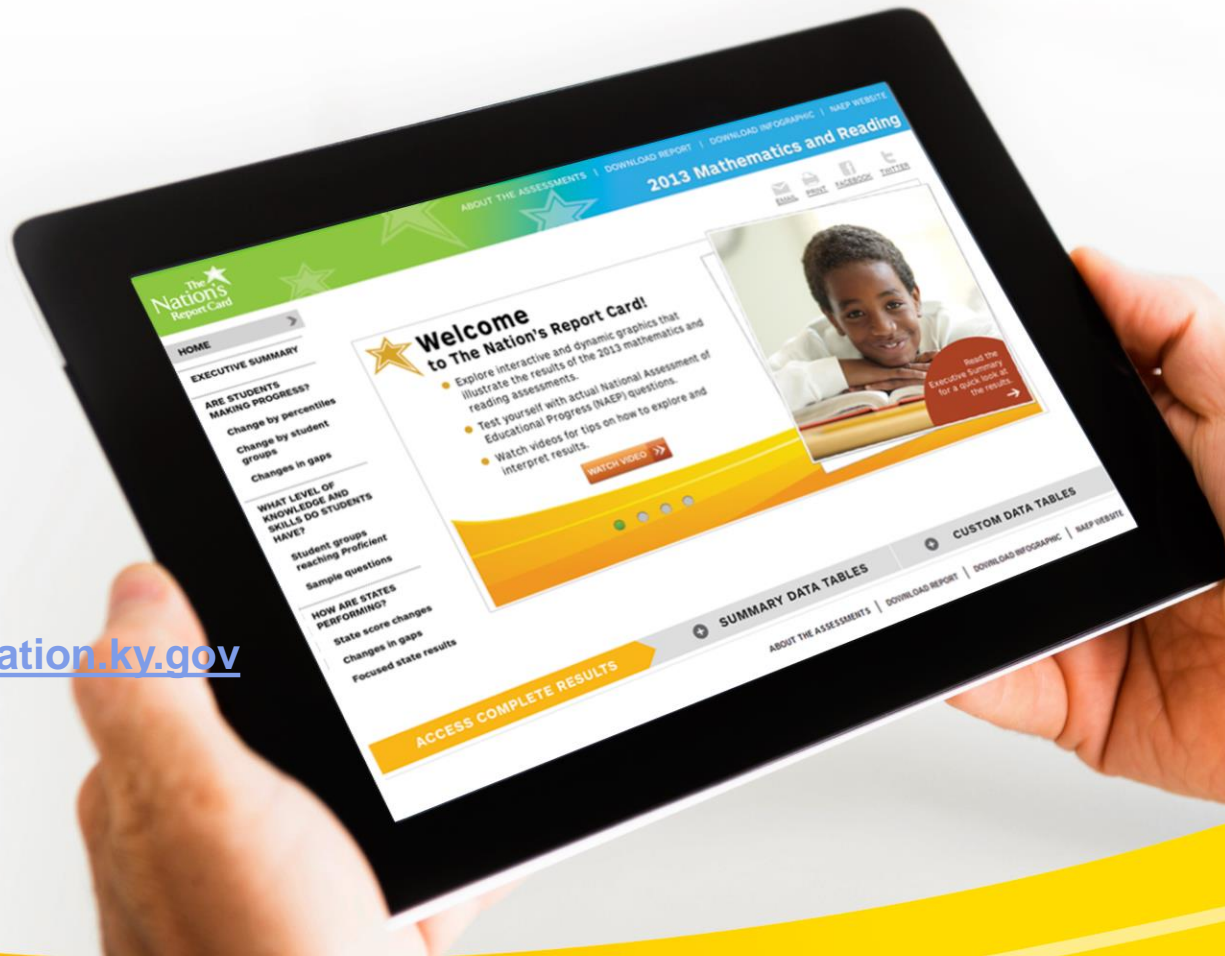


2015 NAEP Reading

National Assessment of Educational Progress at Grades 4 and 8



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2015 KY Reading

NAEP 2015

Reading

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What is NAEP?

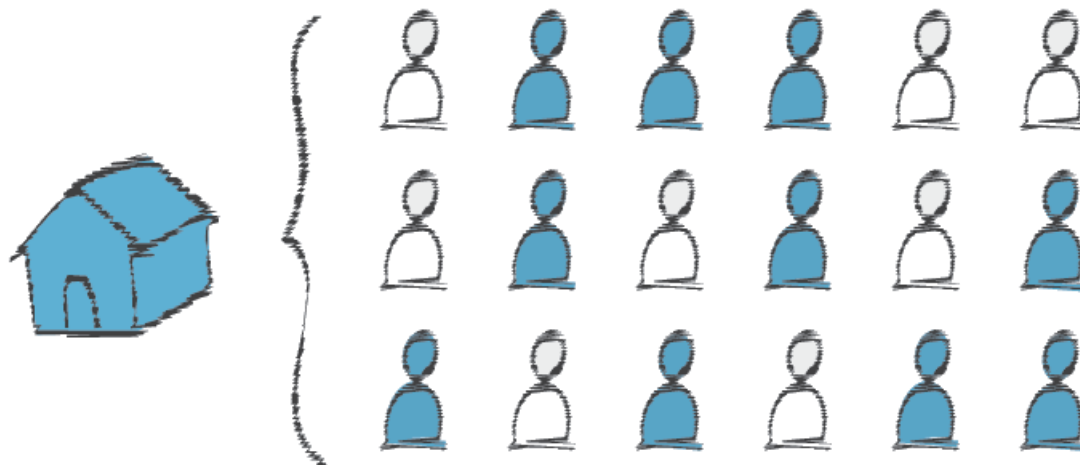
- The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects.
- A survey designed to produce national, state, and select urban district level results.
 - NAEP results are for populations of students, not for individual students nor schools.
 - Measures student performance nationally and reports changes over time.
 - Allows comparisons between states and the nation.

NAEP School and Student Selection

- NAEP uses a carefully designed sampling procedure for the assessment to be representative of the geographical, racial, ethnic, and socio-economic diversity of schools and students in the state.
 - First, schools are selected to be representative of schools.
 - Then, within each chosen school students are randomly selected to participate. Each participating student represents hundreds of other similar students.

NAEP Sample Sizes

- The results from the 2015 mathematics assessment are based on representative samples.
 - 139,900 fourth-grade students from 7,810 schools
 - 136,900 eighth-grade students from 6,150 schools



NAEP School and Student Selection

- NAEP uses a carefully designed sampling procedure for the assessment to be representative of the geographical, racial, ethnic, and socio-economic diversity of schools and students in the state.
 - First, schools are selected to be representative of schools.
 - Then, within each chosen school students are randomly selected to participate. Each participating student represents hundreds of other similar students.

2015 NAEP Administration

- NAEP is administered over a six-week period.
January 26th – March 6th
- About 3,000 students in approximately 100 schools are selected in each state for each grade and subject.
 - Each student is only assessed in one subject area.
 - Students only take a small portion of the assessment
 - Accommodations are provided as necessary for students with disabilities and English language learners.

NAEP Results

- The results of NAEP are released as *The Nation's Report Card*.
 - The report card provides national, state, and district-level results, results for different demographic groups, inclusion information, and sample questions.
- NAEP Results are reported in two formats
 - Average Scale Scores
 - Numeric scale
 - 0 – 500 on mathematics and reading assessments
 - Scores cannot be compared across content areas
 - Achievement Levels
 - Categorical scale
 - Below *Basic*, *Basic*, *Proficient*, *Advanced*

Student, School/District Characteristics for Kentucky Public Schools



Student Characteristics	Racial/Ethnic Background	School/District Characteristics
Number enrolled: 681,987	White: 81.1%	Number of school districts: 174*
Percent in Title I schools: 84.8%	Black: 10.7%	Number of schools: 1,571
With Individualized Education Programs (IEP): 14.4%	Hispanic: 4.3%	Number of charter schools: N/A
Percent in limited-English proficiency programs: 2.4%	Asian/Pacific Islander: 0.0%	Per-pupil expenditures: \$9,133
Percent eligible for free/reduced lunch: 54.0%	American Indian/Alaskan Native: 0.1%	Pupil/teacher ratio: 16.2
		Number of FTE teachers: 41,860

2015 NAEP Participation School and Student Counts

Total number of schools that participated:

- Grade 4 - 153
 - Grade 8 - 117
 - Grade 12 - 20 – (For National Only)
- 290 (Includes JCPS TUDA Schools)

Total number of students assessed:

- Grade 4 – 2,900
 - Grade 8 – 3,000
- 5,900

2015 Kentucky Participation in NAEP



- Total Kentucky NAEP Districts – **107**
 - 4th Grade – **153 (State NAEP)**
 - 8th Grade – **117 (State NAEP)**
 - 12th Grade – 20 (National only)
- 290 Total Schools**

-
- *TUDA (Jefferson County) -100 Schools*



Reading

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8

READING



Students assessed with 2 text types and 3 reading processes

Text Types	Grade 4	Grade 8
Literary	50%	45%
Informational	50%	55%
Reading Processes	Grade 4	Grade 8
Locate and recall	30%	20%
Integrate and interpret	50%	50%
Critique and evaluate	20%	30%

Grade 4 Sample Reading Passage



Tough as Daisy

by David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys honey. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him first with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him first. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when he calls me honey.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



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Grade 8 Sample Reading Passage

1920: Women Get the Vote

by Sam Roberts

The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.

When John Adams and his fellow patriots were drafting independence from England in the spring of 1776, Abigail Adams famously urged her husband to "remember the ladies and be more generous and favorable to them than your ancestors." Otherwise, she warned, "we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended, giving women the right to vote in every state.

That 19th Amendment says simply: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)



More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.



ELIZABETH CADY STANTON



SUSAN B. ANTHONY

"WOMANIFESTO"

The campaign for women's rights began in earnest in 1848 at a Women's Rights convention in Seneca Falls, N.Y., organized by 32-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a "Womanifesto" patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. "I saw clearly," Stanton later recalled, "that the power to make the laws was the right through which all other rights could be secured."

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women's movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol), women often enlisted in the fight for voting rights too.

WYOMING IS FIRST

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. ("It made sense that a place like Wyoming would embrace women's rights," Gail Collins of *The New York Times* wrote in her book *America's Women*. "With very few women around, there was no danger that they could impose their will on the male majority.")

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn't women vote too?

Plethora of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women's suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1920. Their showdown in the State Legislature became known as the "War of the Roses." (Pro-amendment forces sported yellow roses; the antiis wore red.)

After two roll calls, the vote was still tied, 48-48. On the third, Harry T. Burn, a Republican and, at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: "Hurry and vote for suffrage! Don't keep them in doubt!"

Burn said later: "I know that a mother's advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man—to free 17,000,000 women from political slavery—was mine."

GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. "Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women," says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

From *THE NEW YORK TIMES* UPFRONT magazine September 5, 2005 issue.
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Locate and Recall Question

59% of eighth-graders were able to locate specific information from the passage

According to the article, what was most surprising about the “Womanifesto”?

- (A) It was written by Elizabeth Cady Stanton.
- (B) It called for equal voting rights for men and women.
- (C) It was based on the Declaration of Independence.
- (D) It had such a large number of resolutions.

Percentage of eighth-grade students in each response category: 2011


Choice A	Choice B	Choice C	Choice D	Omitted
6	59	24	9	#

Type of school

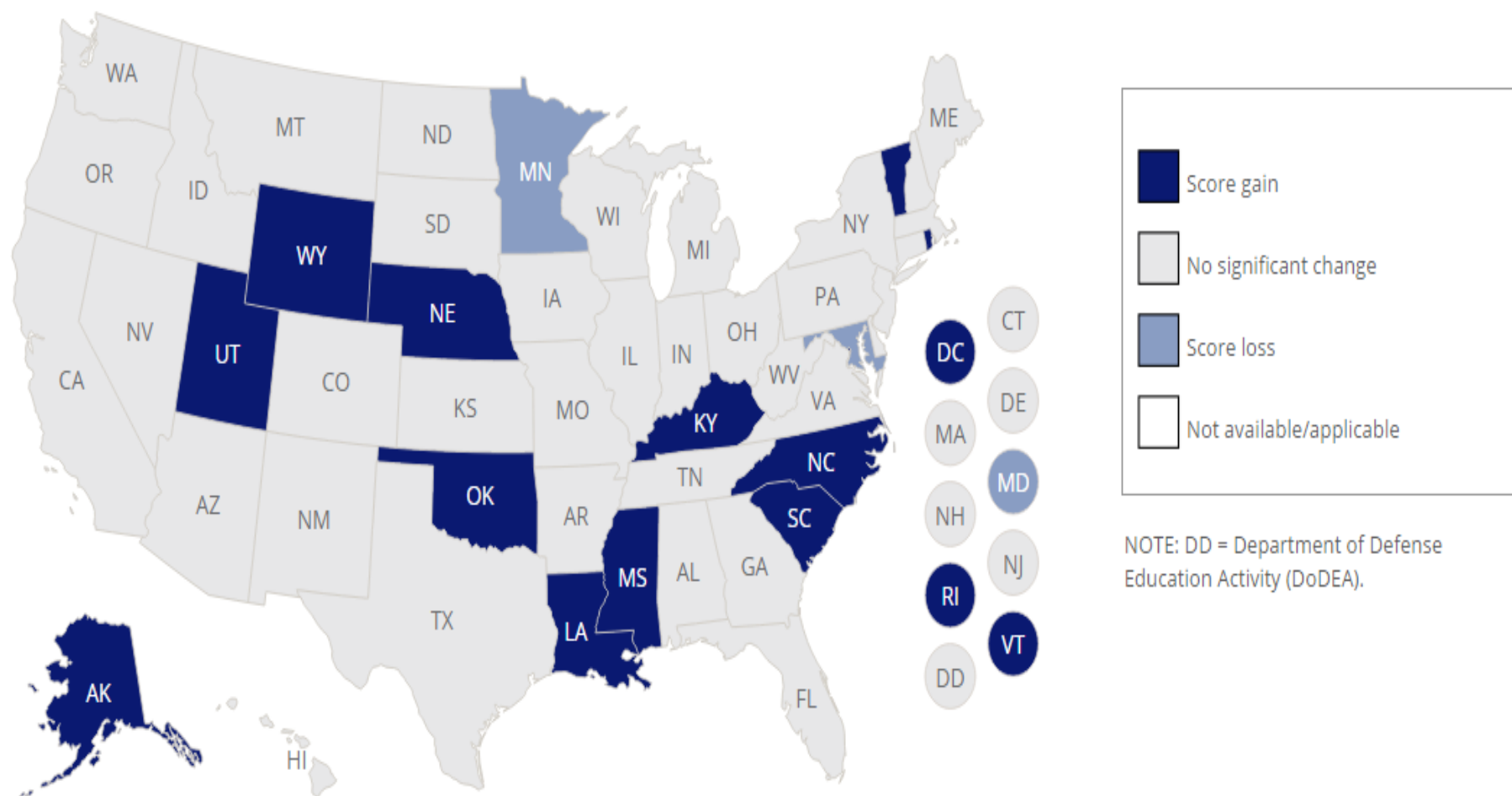
Public	59
Private	66

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

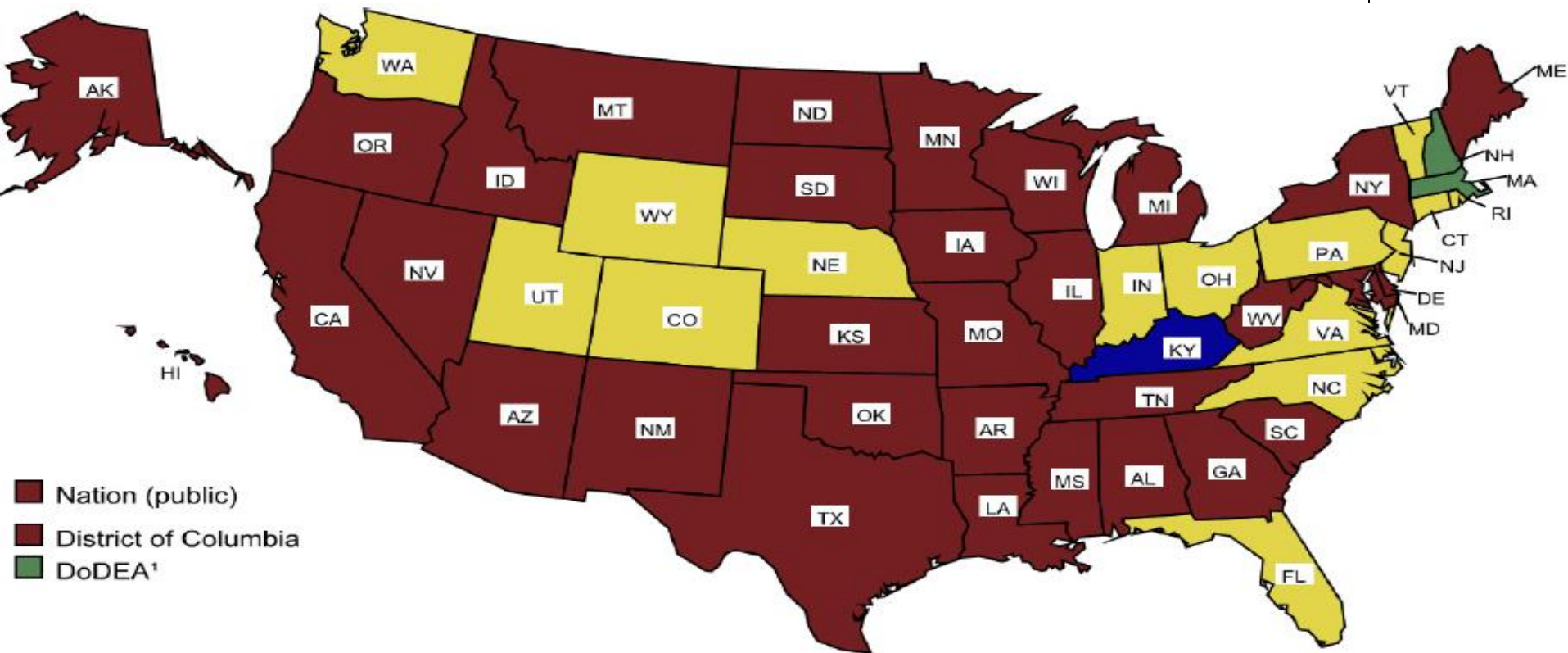


Grade 4 Reading Results





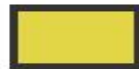
Grade 4 Reading Results



Focal state/jurisdiction (Kentucky)



Higher average scale score than Kentucky (3 jurisdictions)



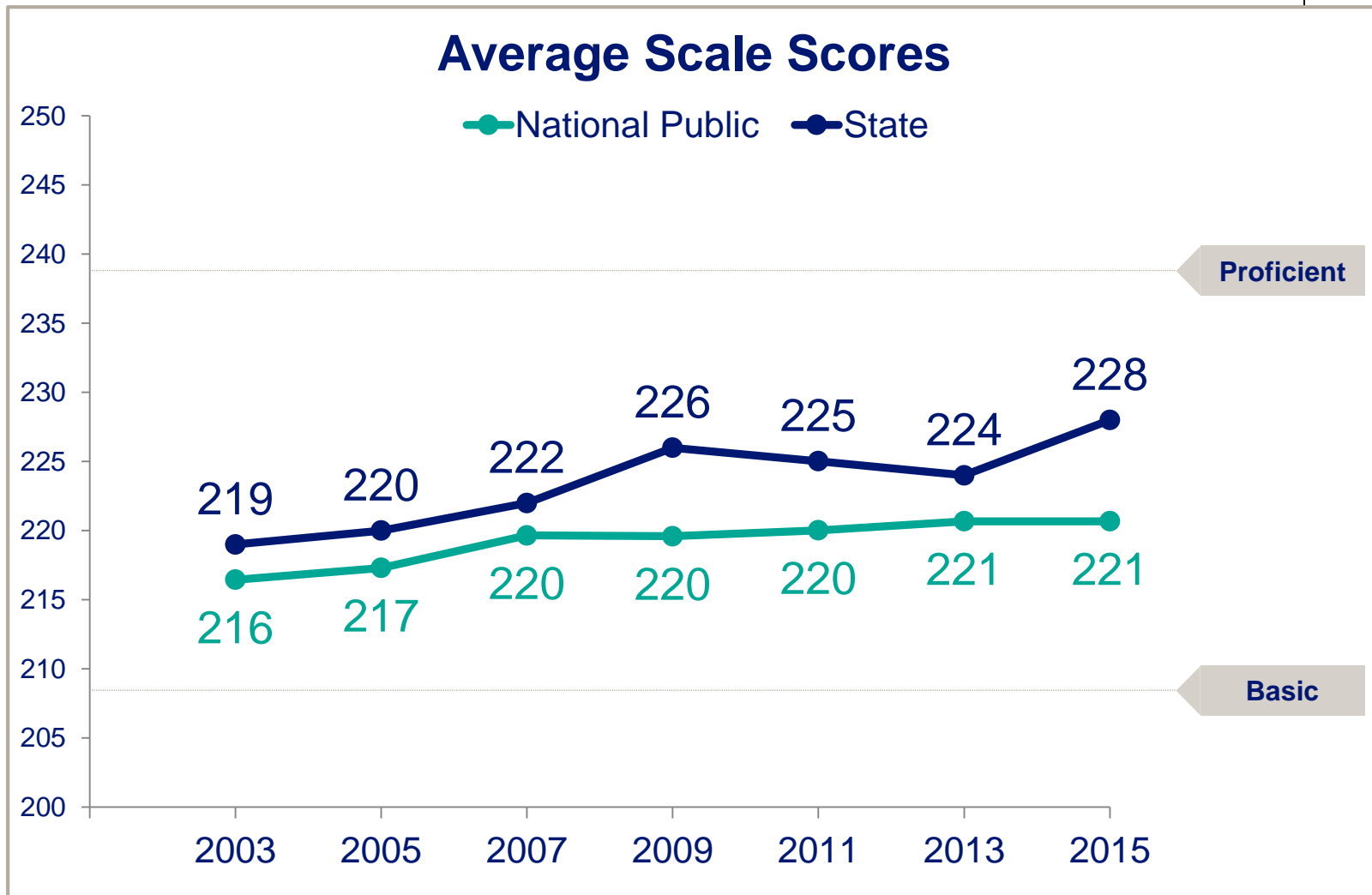
Not significantly different from Kentucky (15 jurisdictions)



Lower average scale score than Kentucky (nation and 33 jurisdictions)

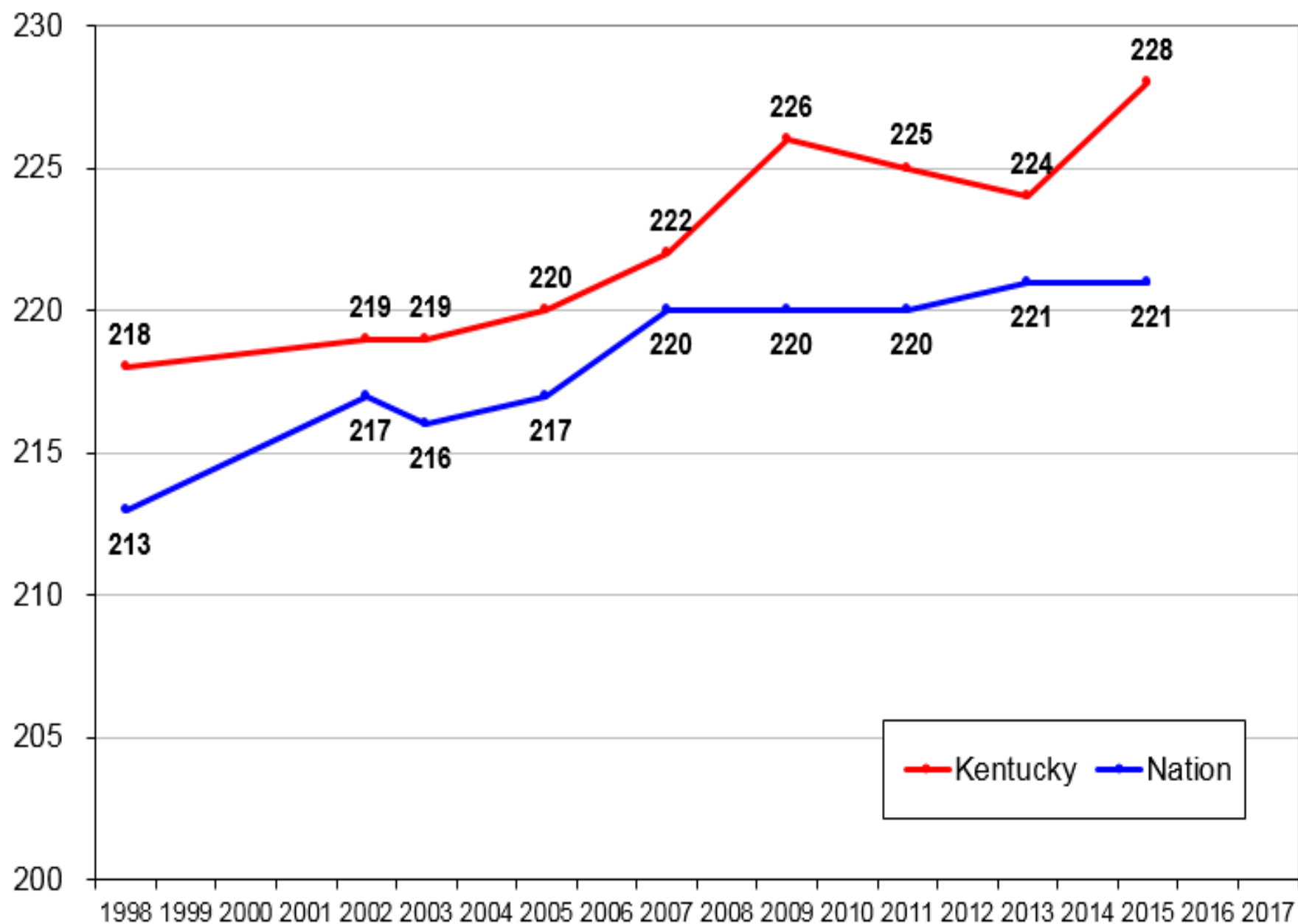


Grade 4 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

Reading 4th Grade Kentucky vs Nation 1998-2015



Kentucky vs. Nation Average Scale Scores for Grade 4 Reading 1998 to 2015



	Kentucky – 4 th Grade Scale Score Average	Nation – 4 th Grade Scale Score Average
1998	218	213
2003	219	216
2005	220	217
2007	222	220
2009	226	220
2011	225	220
2013	224	221
2015	228	221

KY Average Scale Scores: Grade 4 Reading '98-2015



	Kentucky 4 th Grade Scale Score Average	Nation 4 th Grade Scale Score Average	KY TUDA Average (Jefferson County Public Schools)	TUDA Average (Large Cities)
1998	218	213		
2003	219	216		
2005	220	217		
2007	222	220		
2009	226	220	219	210
2011	225	220	223	211
2013	224	221	221	212
2015	228	221	222	214

2015 Reading Grade 4 Scale Score

- In 2015, the average scale score for students in Kentucky is 228. This was higher than public school students across the nation (221).
- In Kentucky, the average scale score for students in 2015 was higher than that in 2013 (224). However, the average scale score for the public schools across the nation in 2015 was not significantly different from that in 2013 (221).

2015 Reading Grade 4 Compared w/ Other Jurisdictions

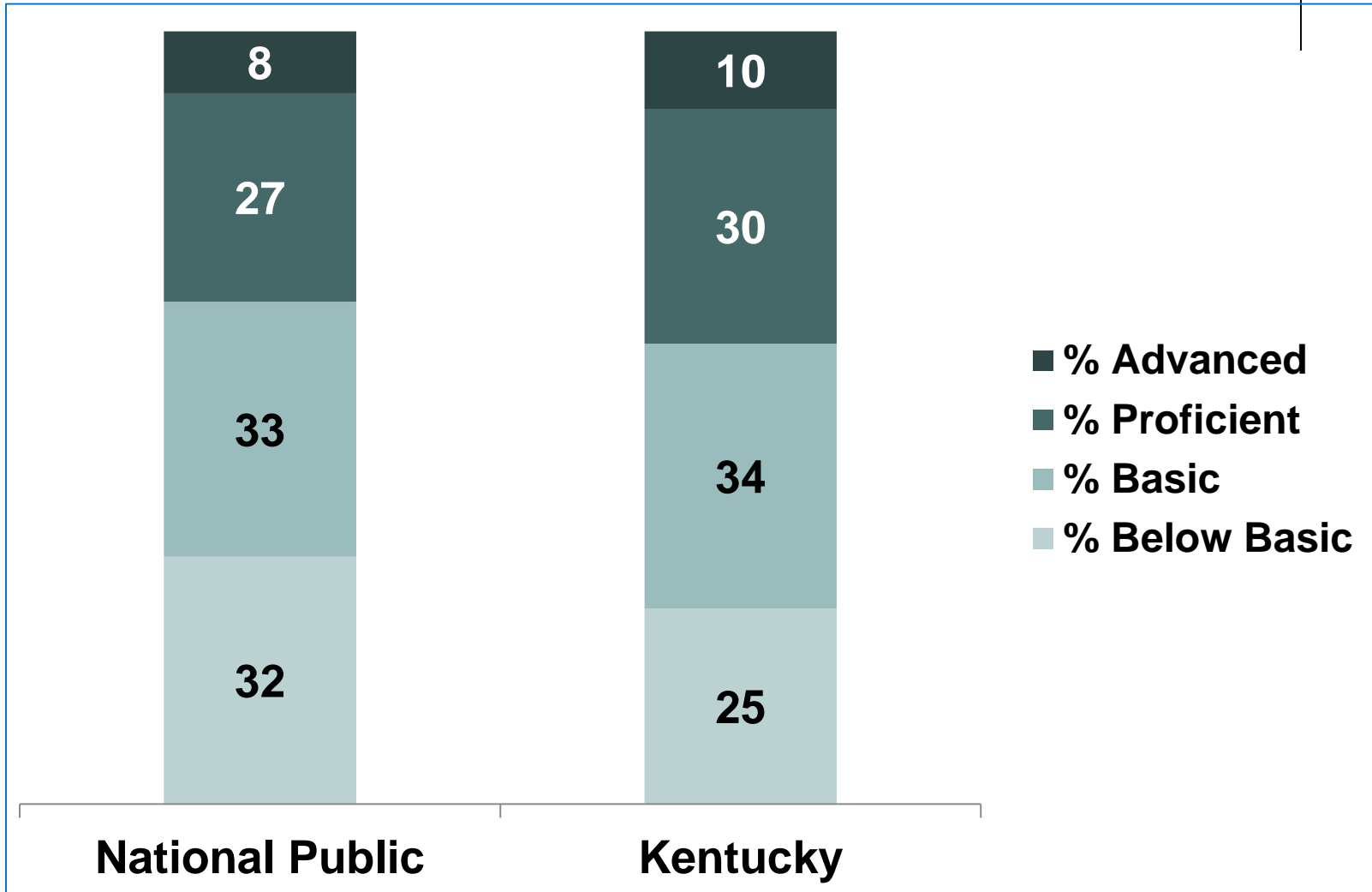
Average scale score in KY was:

- Higher than 33 Jurisdictions
- Not significantly different from 15 Jurisdictions and
- Lower than 3 Jurisdictions

2015 Reading Grade 4 Achievement Levels

- In 2015, the percentage of Kentucky's students who performed at or above Proficient is 40 percent. This was greater than the percentage of the nation's public school students who performed at or above Proficient (35 %).
- This was also greater than the percentages in 1992, 1994, 1998, 2002, 2003, and 2005, 2007 and 2011 but was not significantly different from the percentages in 2009 and 2013.

2015 Reading Grade 4 Achievement Levels



NOTE: Observed differences are not necessarily statistically significant. **Percentages might not sum to 100** due to rounding.

2009 – 2015 Exclusion Rates* of SD/ELL – Reading Grade 4




	Kentucky Exclusion Rate				Nation Exclusion Rate			
	'09	'11	'13	'15	'09	'11	'13	'15
%	8	9	3	3	5	4	3	2

In 2015, 33 states and jurisdictions had lower rates of exclusion than Kentucky's rate.

In 2015, 8 states had higher rates

In 2015, 11 states had equal rates

* Rates are rounded to nearest percentage

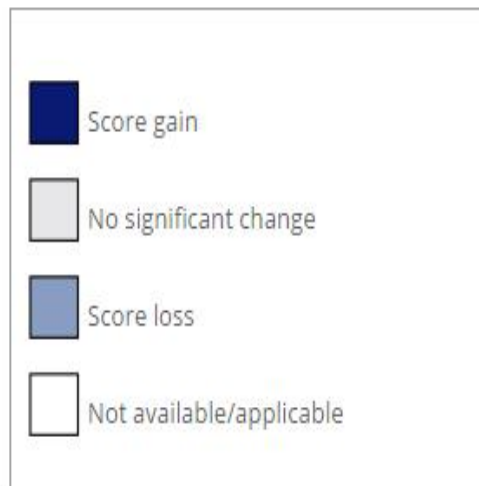
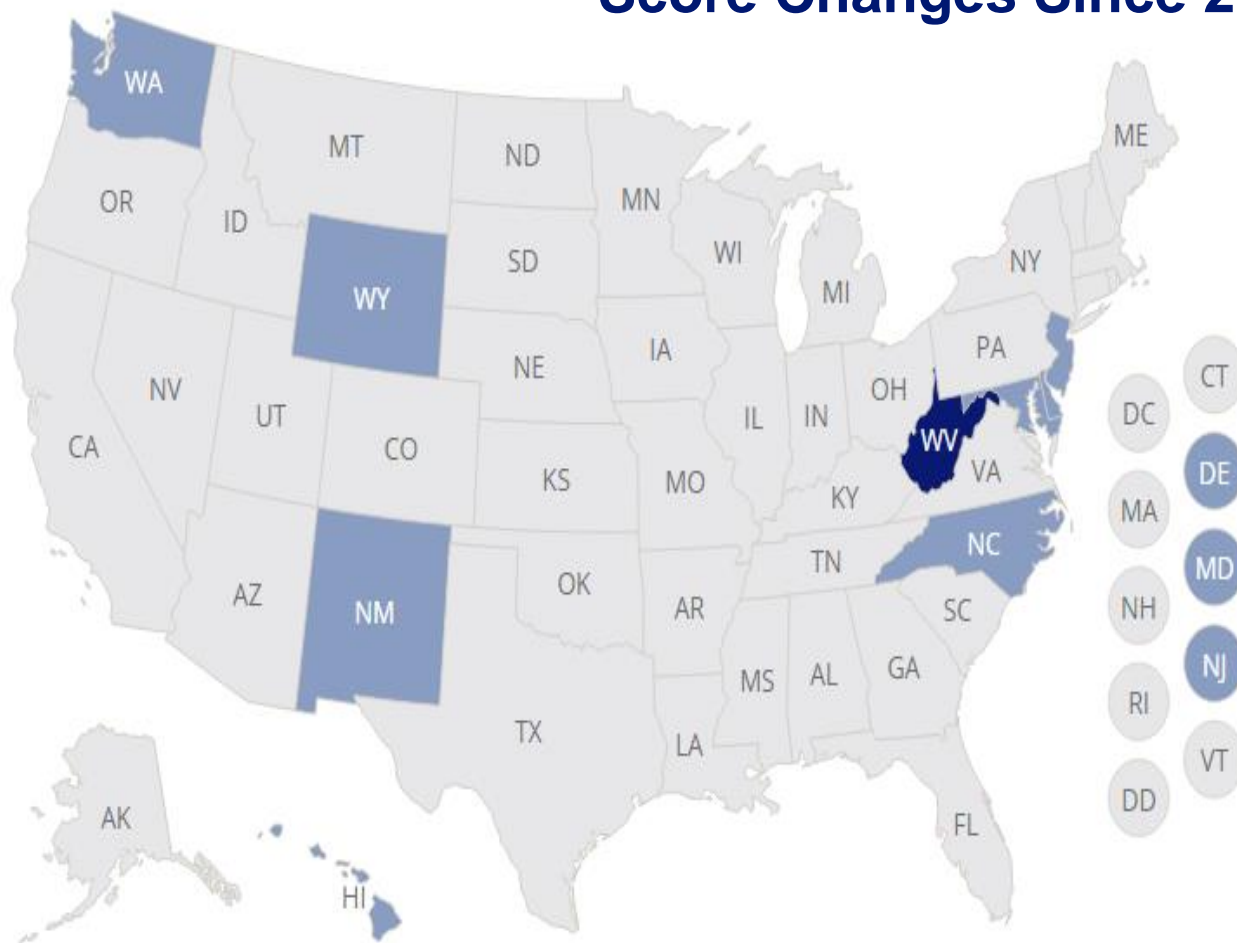


Grade 8 Reading Results



Grade 8 Reading Results

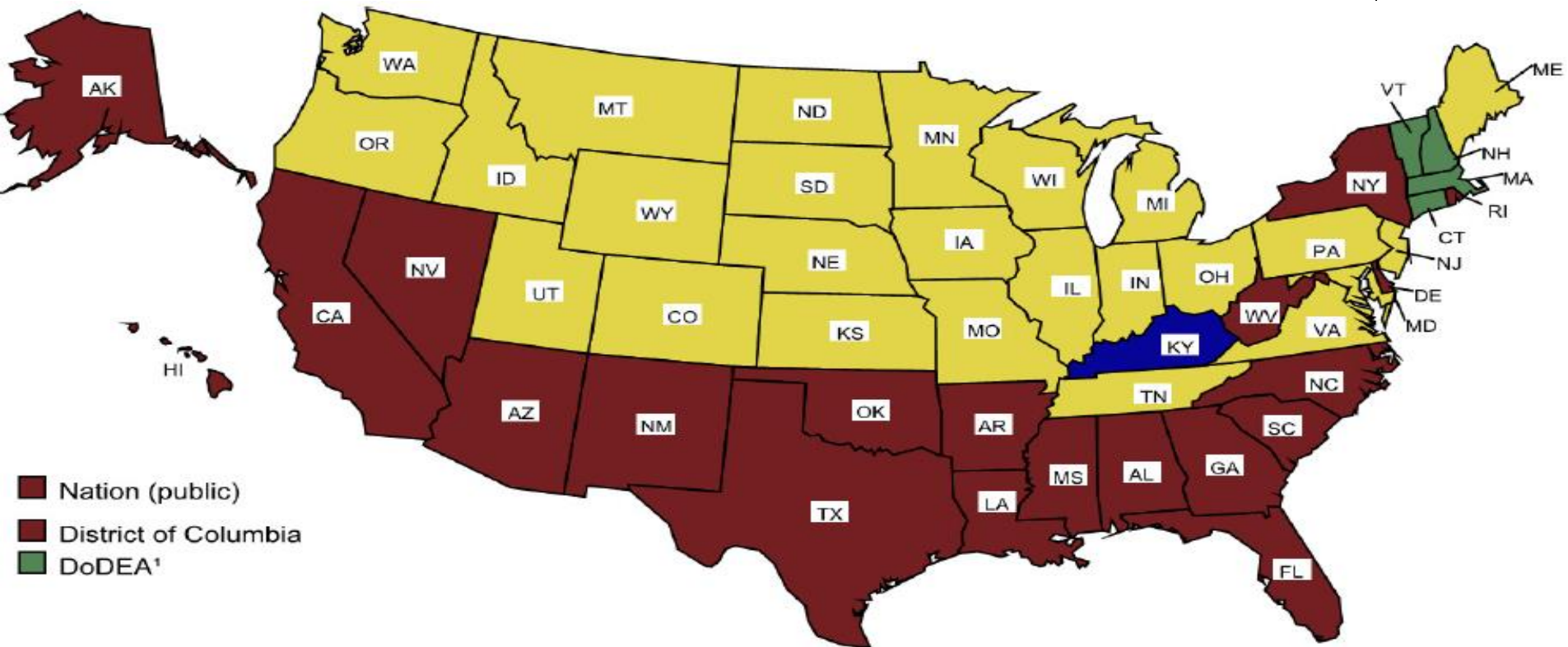
Score Changes Since 2013



NOTE: DD = Department of Defense Education Activity (DoDEA).



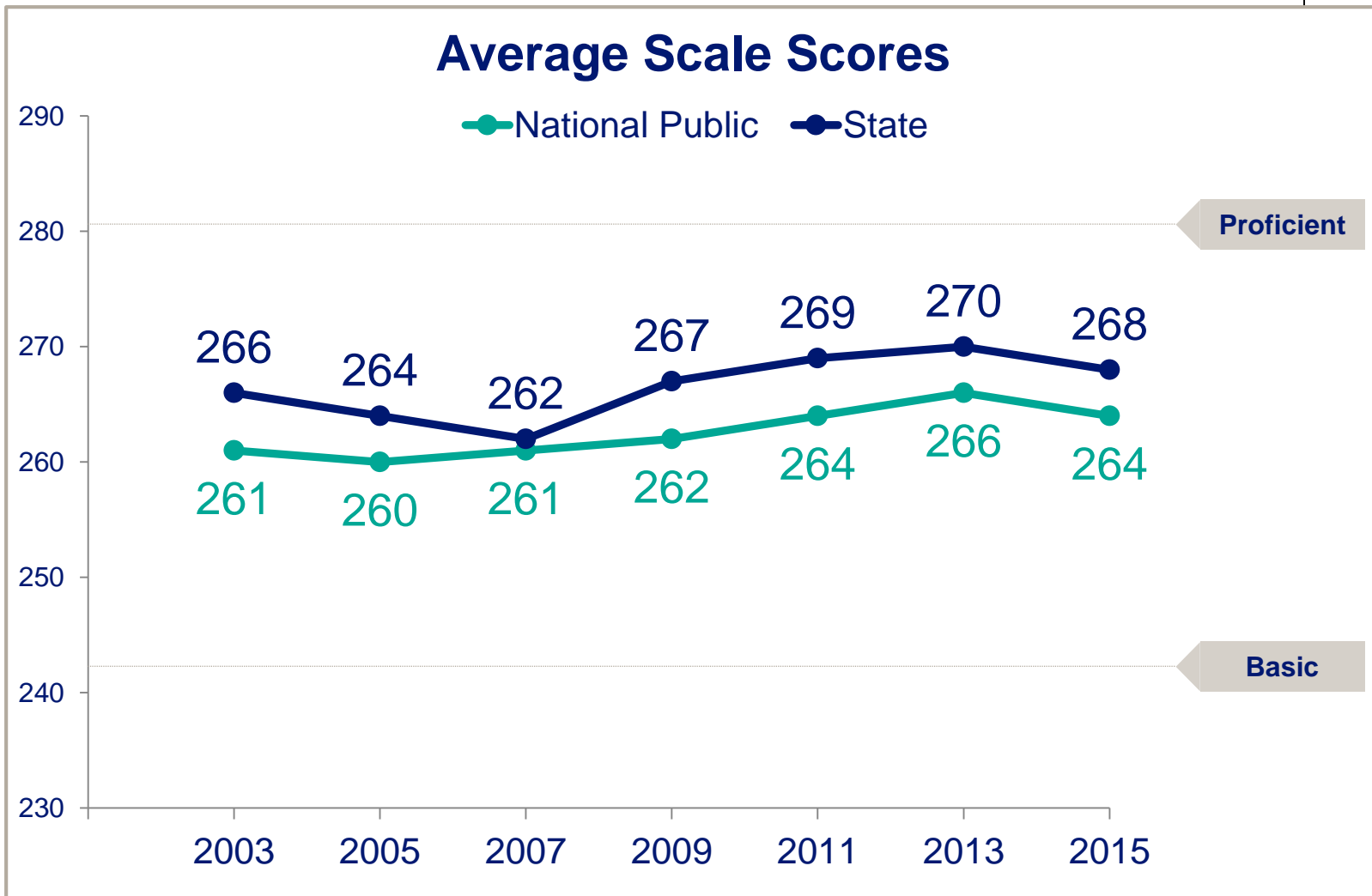
Grade 8 Reading Results



- ☆ Focal state/jurisdiction (Kentucky)
- Higher average scale score than Kentucky (5 jurisdictions)
- Not significantly different from Kentucky (25 jurisdictions)
- Lower average scale score than Kentucky (nation and 21 jurisdictions)

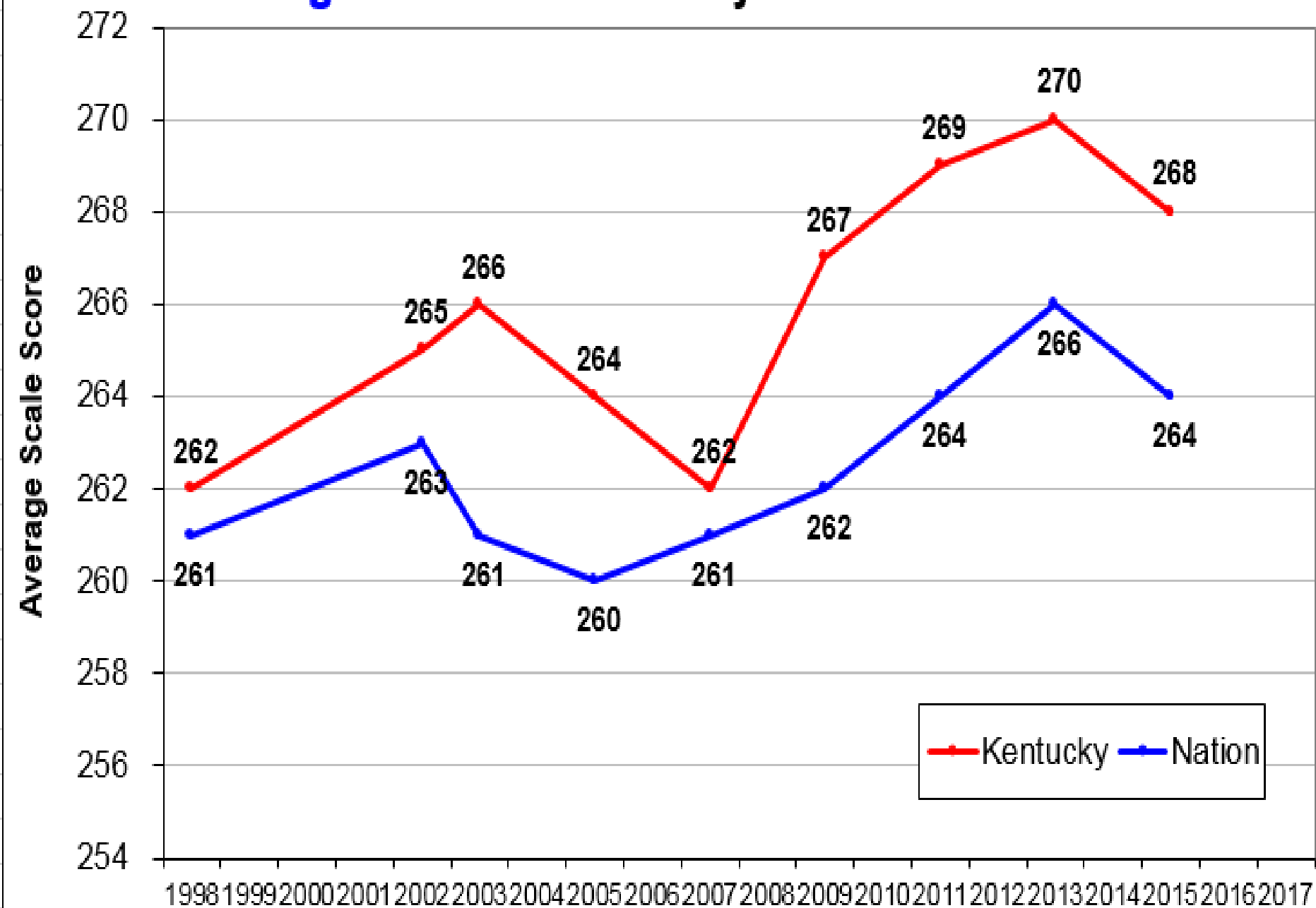


Grade 8 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

Reading 8th Grade Kentucky vs Nation 1998-2015



Kentucky Average Scale Scores for Reading Grade 8 – 1998 to 2015



	Kentucky – 8 th Grade Scale Score Average	Nation – 8 th Grade Scale Score Average
1998	262	261
2003	266	261
2005	264	260
2007	262	261
2009	267	262
2011	269	264
2013	270	266
2015	268	264

KY Average Scale Scores: Grade 8 Reading '98-2015



	Kentucky 8 th Grade Scale Score Average	Nation 8 th Grade Scale Score Average	KY TUDA Average (Jefferson County Public Schools)	TUDA Average (Large Cities)
1998	262	261		
2003	266	261		
2005	264	260		
2007	262	261		
2009	267	262	259	252
2011	269	264	260	255
2013	270	266	261	258
2015	268	264	261	257

2015 Reading Grade 8 Scale Score

- The average scale score for students in Kentucky is 268. This is higher than that of students across the nation (264).
- In Kentucky, the average scale score for students in 2015 is not significantly different from that in 2013 (270). However, the average scale score for students in public schools across that nation in 2015 was lower than that in 2013 (266).

2015 Reading Grade 8 Compared w/ Other Jurisdictions

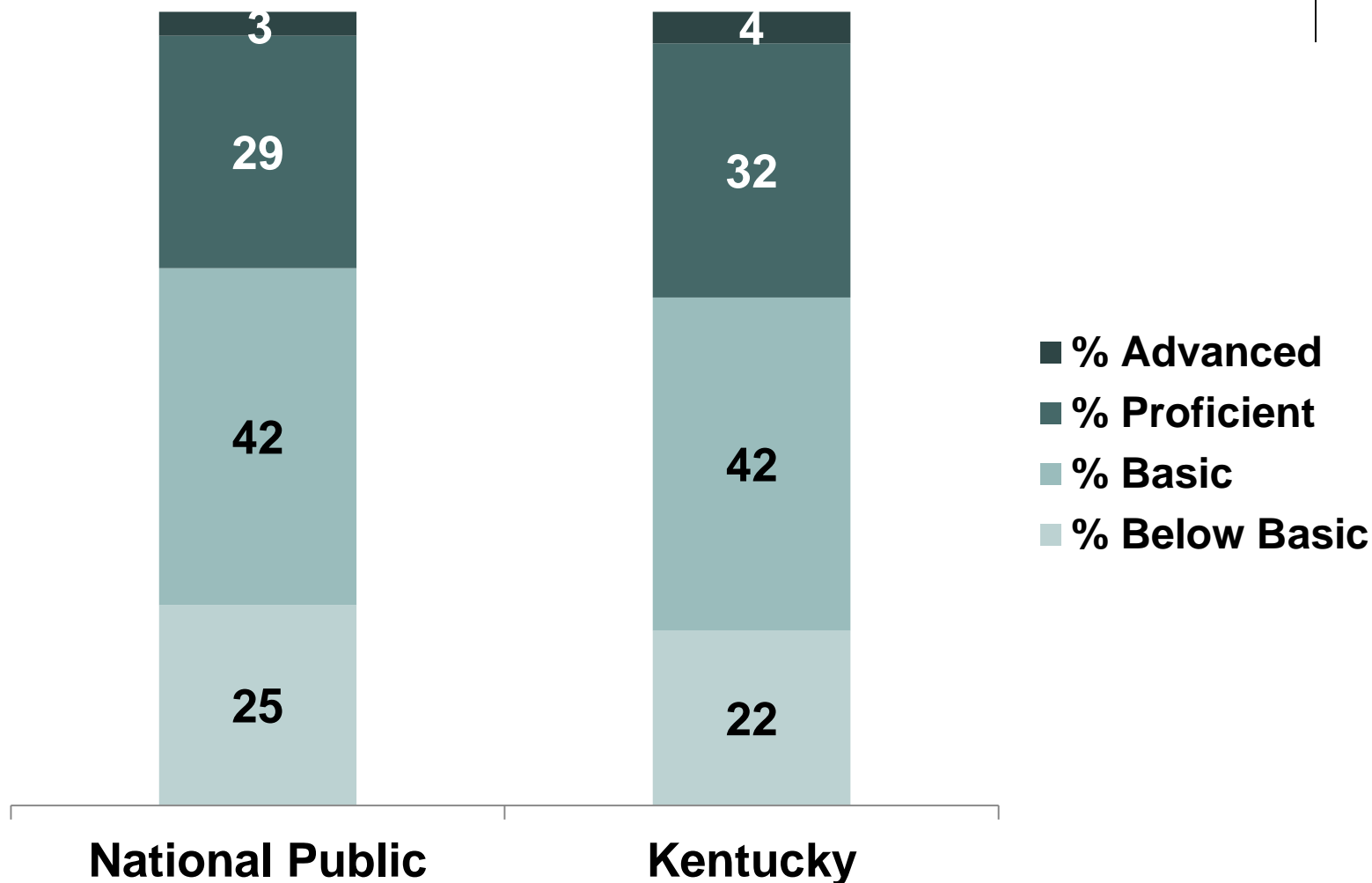
Students' average scale scores:

- Higher than 21 Jurisdictions
- Not significantly different from 25 Jurisdictions and
- Lower than KY 5 Jurisdictions

2015 Reading Grade 8 Achievement Level

- In 2015, the percentage of Kentucky's students who performed at or above Proficient was 36 percent. This is greater than the percentage of the nation's public school students who performed at or above Proficient (33 %).
- In Kentucky, the percentage of students who performed at or above Proficient in 2015 is greater than the percentages in 1998, 2002, 2005, 2007 but was not significantly different from the percentages in 2003, 2009 2011 and 2013.

2015 **Reading** Grade 8 Achievement Levels



NOTE: Observed differences are not necessarily statistically significant. **Percentages might not sum to 100** due to rounding.

2015 Reading Grade 8 Exclusion Rates* of SD and/or ELL –




	Kentucky Exclusion Rate				Nation Exclusion Rate			
	'09	'11	'13	'15	'09	'11	'13	'15
%	7	7	3	3	4	3	2	2

In 2015, 38 states and jurisdictions had lower rates of exclusion than Kentucky's rate.

In 2015, 6 states had higher rates.

In 2015, 8 states had equal rates.

* Rates are rounded to nearest percentage



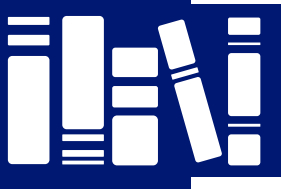
Summary of Reading Gap Results

2015 Reading Scale Scores

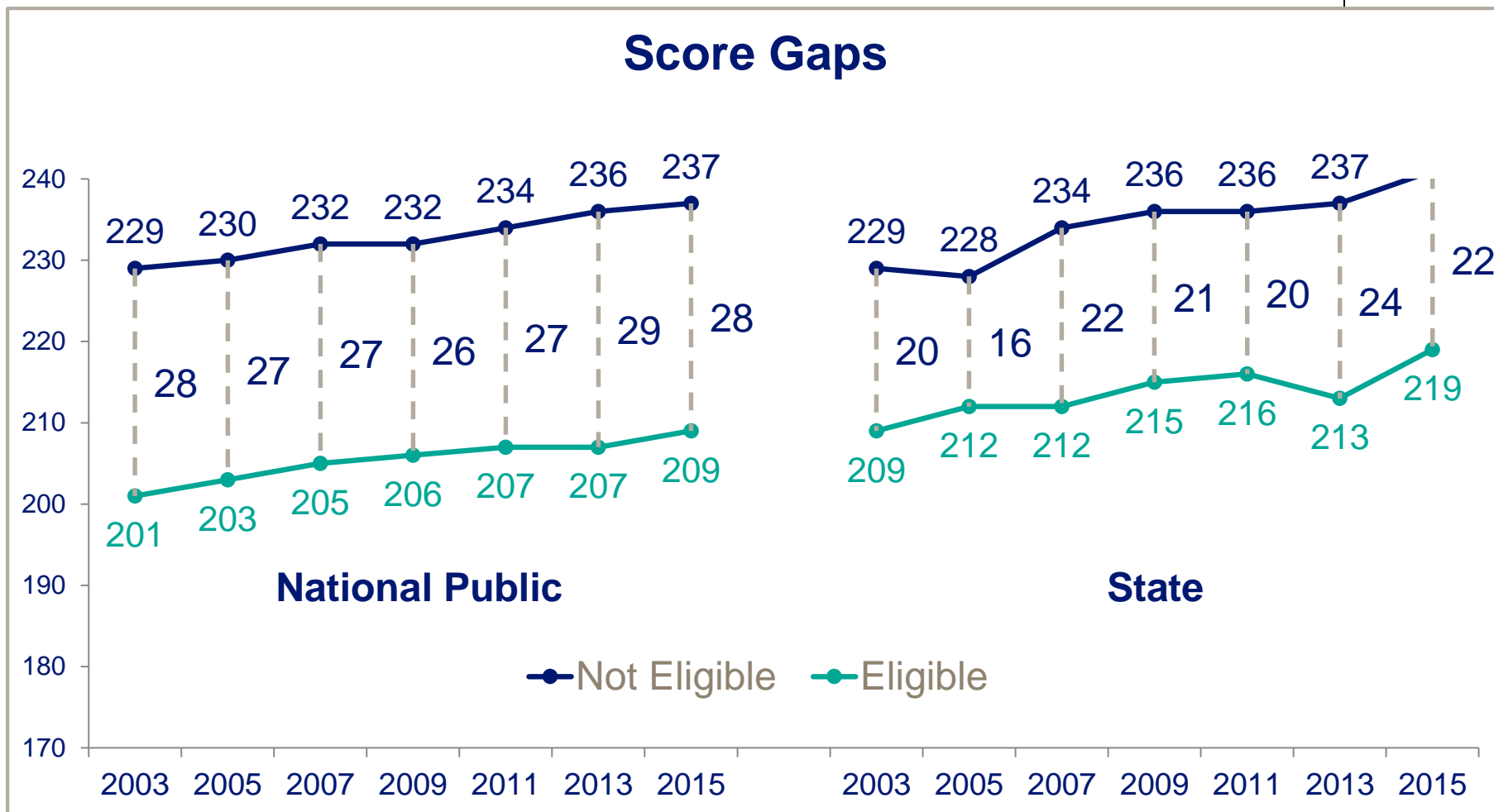
	Kentucky	Nation
4 th Grade Reading Scale Score	228	221
8 th Grade Reading Scale Score	268	264

2003-2015 Reading Grade 4 Subgroup Trends

	Overall	White	Black	Hispanic	Free/ Reduced Lunch	Not Eligible F/RL	Students w Disabilities	Non- SD
2003	219	221	202	*	209	229	190	221
2005	220	222	203	*	212	228	200	221
2007	222	225	203	*	212	234	200	224
2009	226	228	204	215	215	236	204	228
2011	225	226	210	222	216	236	207	227
2013	224	227	204	220	213	237	189	229
2015	228	231	212	216	219	241	203	232



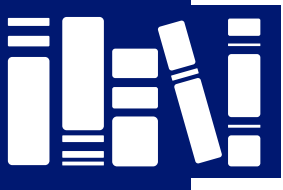
Grade 4 Reading Results



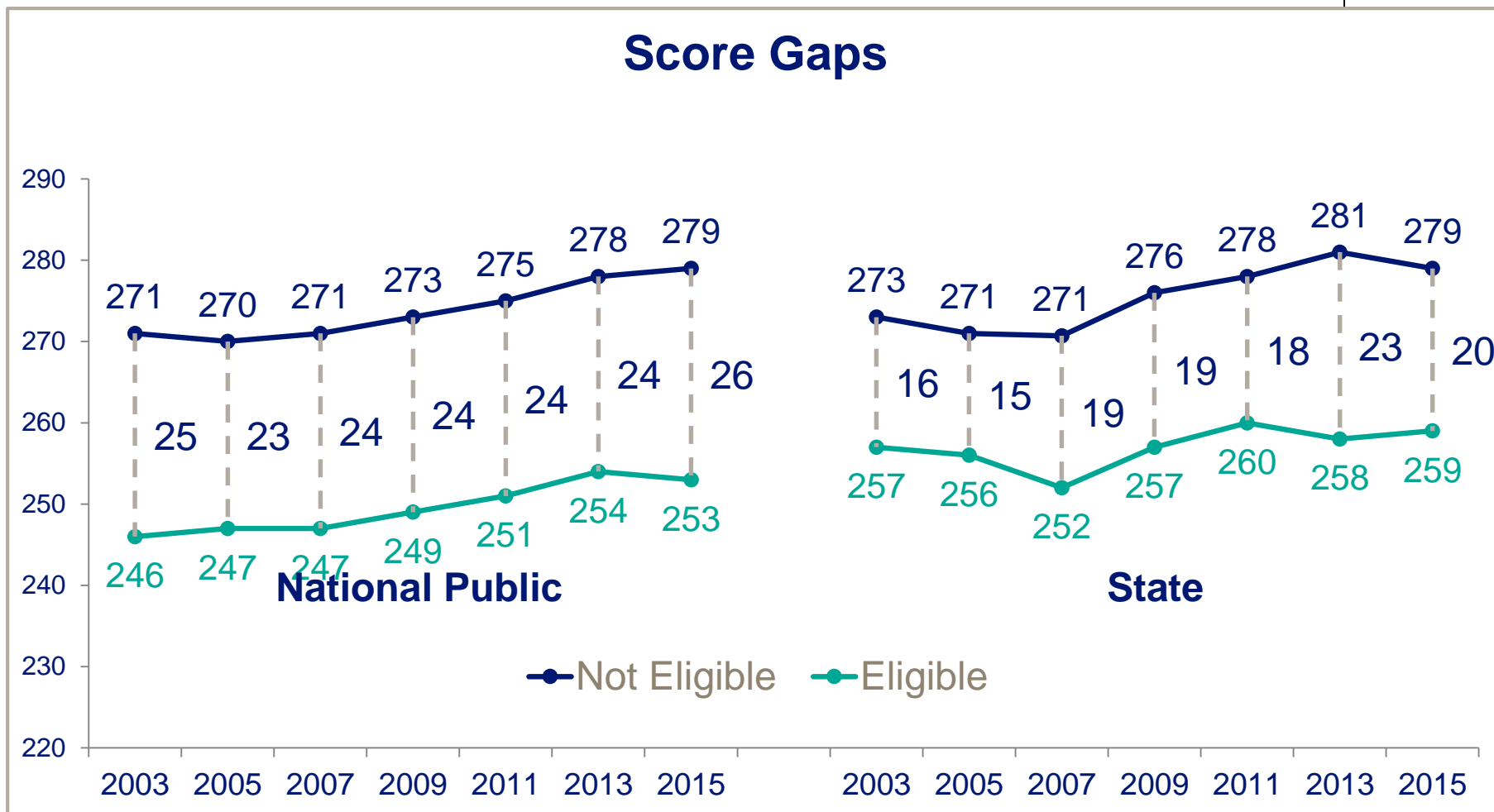
NOTE: Observed differences are not necessarily statistically significant. Score gaps are calculated based on differences between unrounded average scale scores.

2003-2015 Reading Grade 8 Subgroup Trends

	Overall	White	Black	Hispanic	Free/ Reduced Lunch	Not Eligible F/RL	Students w Disabilities	Non- SD
2003	266	269	245	*	257	273	229	269
2005	264	266	248	*	256	271	225	266
2007	262	264	247	*	252	271	230	264
2009	267	269	249	265	257	276	239	269
2011	269	271	248	264	260	278	245	270
2013	270	272	247	263	258	281	235	273
2015	268	271	247	266	259	279	236	271



Grade 8 Reading Results



NOTE: Observed differences are not necessarily statistically significant. Score gaps are calculated based on differences between unrounded average scale scores.

Reading by Free/Reduced Lunch Grades 4 and 8 – 1998 to 2015

	4 th Grade Eligible - KY (Nation)	4 th Grade Not Eligible - KY (Nation)	8 th Grade Eligible – KY (Nation)	8 th Grade Not Eligible - KY (Nation)
1998	206 (195)	227 (226)	251 (245)	270 (268)
2003	209 (201)	229 (229)	257 (246)	273 (271)
2005	212 (203)	228 (230)	256 (247)	271 (270)
2007	212 (205)	234 (232)	252 (247)	271 (271)
2009	215 (206)	236 (232)	257 (249)	276 (273)
2011	216 (207)	236 (234)	260 (251)	278 (275)
2013	213 (207)	237 (236)	258 (254)	281 (278)
2015	219 (209)	241 (237)	259 (253)	279 (276)

Reading Grades 4 & 8 (1998–2015)



	4 th Grade White KY (Nation)	4 th Grade American - African KY (Nation)	8 th Grade White KY (Nation)	8 th Grade American - African KY (Nation)
1998	220 (223)	199 (192)	264 (268)	246 (242)
2003	221 (227)	202 (197)	269 (270)	245 (244)
2005	222 (228)	203 (199)	266 (269)	248 (242)
2007	225 (230)	203 (203)	264 (270)	247 (244)
2009	228 (229)	204 (204)	269 (271)	249 (245)
2011	226 (230)	210 (205)	271 (272)	248 (248)
2013	227 (231)	204 (205)	272 (275)	247 (250)
2015	231 (232)	212 (206)	271 (273)	247 (247)

Reading by Gender

Grades 4 and 8 – 1998 to 2015

	4 th Grade Male KY (Nation)	4 th Grade Female KY (Nation)	8 th Grade Male KY (Nation)	8 th Grade Female KY (Nation)
1998	216 (210)	219 (215)	256 (253)	269 (268)
2003	215 (213)	223 (220)	261 (256)	272 (267)
2005	218 (214)	222 (220)	258 (255)	270 (266)
2007	219 (216)	226 (223)	257 (256)	266 (266)
2009	222 (216)	229 (223)	263 (258)	271 (267)
2011	223 (217)	227 (223)	264 (259)	274 (268)
2013	221 (217)	228 (224)	266 (261)	273 (271)
2015	226 (218)	230 (225)	263 (259)	273 (269)

For more information

The collage features two book covers and a screenshot of the website. The top-left book cover is green and titled "Mathematics 2011" with the subtitle "NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS". It shows a boy writing on a chalkboard. The bottom-left book cover is blue and titled "Reading 2011" with the subtitle "NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4 AND 8". It shows a girl reading a book. The screenshot on the right shows the website's header with navigation links (Home, About The Nation's Report Card, Help), a search bar, and a "Reports" section. Below the header is a banner image of a teacher and four students. To the right of the banner is a box that says "Coming Soon: Results of the 2011 Reading and Mathematics Assessments at Grades 4 and 8".

<http://nationsreportcard.gov>

**Thanks for learning about
Kentucky's NAEP data on our
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Explore the results on the new online report card



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